

List of Discrepancy Items

Results Discrepancy

1. NAEP data show 20-30% of learners who are not proficient
 2. too large a % of students not proficient on state assessments
 3. dropping standardized test scores

 4. graduation rate cohort shows 10% of cohort leaving without diploma

 5. HS graduates not college ready (30% VSC students need remediation)

 6. students not prepared for 21st century challenges
 7. schools not cultivating next generation of engaged citizens
 8. view of school/student success too narrow and insufficient
 9. students not well prepared for success in employment and citizenship

 10. too many students dropping out
 11. students dropping out of HS
 12. student dropouts too high
 13. dropout rate too high

 14. socioeconomic performance gaps at all levels
 15. low achievement for students in poverty
 16. low achievement for students in special education
 17. low achievement for students in ELL and with disabilities
 18. gender performance gaps between boys and girls
-
19. school not relevant; no connection to real world
 20. students not engaged with no ownership of learning
 21. kids are bored
 22. students disengaged at all levels
 23. lack of belonging and sense of ownership in learning at secondary level

 24. current curriculum too limiting on its focus on traditional academics
 25. schools are content centric; focus on information retention with limited application of skill as measure of attainment

 26. weak middle school transitions

 27. lack personalization of learning opportunities
 28. individual student needs/goals not addressed
 29. do not accommodate all types of learners; no multiple learning paths
 30. school do not enable students to find their strengths and develop them fully
 31. not all students have opportunities to succeed
 32. kids left behind
 33. kids in learning situations they do not belong in

- 34. limited use of technology
- 35. cost containment drives education decisions
- 36. ineffective building administrators
- 37. schools not always providing safe spaces for learning
- 38. peer pressure
- 39. kids moving on before they are ready
- 40. results viewed at school level rather child by child
- 41. teachers disillusioned, frustrated, overwhelmed
- 42. schools are not accountable to parents for results
- 43. declining enrollment

Root Causes:

1. no new view of school success, collectively held
2. insufficient time to teach what students need to know
3. lack opportunity to learn in different environments
4. old paradigm of school that no longer works (i.e. structure, curriculum, role of teachers/students, assessment, etc.
5. adult fear of change; fear that flexibility = chaos
6. lack of trust that students can have greater responsibility for own learning
7. adult need to control the system (regulation; structure; power over)
8. assessment system that does not focus on authentic assessment – what a student can do not just how he/she performs on standardized tests
9. funding system
10. generational poverty
11. no clear direction on career goals
12. PK-12/16 transitions
13. lack alignment between secondary exit and PS entrance standards
14. lack of common understanding on what “college ready” means
15. lack of statewide awareness & belief that all students need to be college ready
16. A lack of high standards that are excused because of the subpopulation categorization. A belief that it is acceptable for some of these subpopulations to under achieve.
17. inequities in expectations for different groups of students (tracking??); different expectations for different socio-economic groups
18. A lack of cultural competence in our educational system.
19. An increased impact on the attention and engagement needs of boys from increased access to technology.
20. Could this be an issue with different standards held for boys within our systems?
21. inequities in access to high quality preschool experiences
22. high density of low income students in some schools
23. too rigid transitions and walls at all levels
24. whole school system obsolete for 21st century challenges; out of date views on school success and pedagogical practices to be used
25. Disconnect with the current culture, environment, and 21st century approaches that need to be a part of our system in order to engage students.
26. Trying to change and maintain the status quo at the same time
27. Institutionally ingrained disincentives for reform (bad practices masquerade as “tradition” – schools are often proud of the wrong things)
28. Allowing the knowing and doing gap in school reform to continually grow and actually fueling it with mixed messages
29. Citizen school boards for every school district...they have to go....
30. I haven’t seen any current factors that are having an impact
31. Also the lack of inherent flexibility, choice, and creativity built into the system.
32. mental models of teachers/administrators are deeply entrenched
33. out of date views of what it means to be prepared for success in college, citizenship, and work life
34. teachers lack the “new skills” for 21st century (e.g. computers as learning tools)
35. lack of technology infrastructure in schools to maximize technological learning)
36. schools employ a 1 size fits all approach
37. rules, regs, policies and law support status quo

38. no incentives for sustainable reform
39. definitions of schooling and teacher are too limiting
40. lack of prepared and qualified pool of principals
41. extensive demands on principals' time and areas of expertise
42. overemphasizing the 3 R's over cultivation of civic and social responsibility
43. notion that diversity is not an issue for VT schools
44. students who suffer in current system stay silent in the margins
45. graded classrooms; age segregation
46. not skill oriented curriculum or instruction or assessment
47. concept of mainstreaming; one size fits all – is obstacle
48. overly focus on “meeting standards” on tests rather than on student learning; no application – focus on head knowledge only
49. over emphasis on children “left behind”
50. lack of superior teachers; no incentive to improve teaching skills
51. no school choice unless parents can afford private school
52. schools have no incentives to improve their outcomes
53. lack of school competition; parents can't choose the school that best meets needs of child
- 54.

High Leverage Strategies

1. increased utilization of school assets (buildings/classrooms/equipment)
2. salaries for teachers and administrators
3. revise VT Framework of Standards for lean, focused, realistic learning expectations
4. redefine graduation requirements
5. deregulate – improve accountability for results/outcomes; stop legislating piecemeal
6. make assessment system meaningful
7. change from a per pupil funding system
8. redefine role of teacher
9. adults as mentors
10. personalize relationship with a meaningful adult
11. career guidance through a guidance/advisement system that involved parents, students, teachers, advisors
12. increase expectations with academic career concentration
13. align HS and PS standards
14. alignment of course grading and broader outcomes assessments
15. affordability promise for PS
16. statewide acceptance of dual enrollment credits for HS graduation requirements
17. high expectations for all kids; college prep for all kids
18. rethink Carnegie units
19. personalize education; student driven curriculum; individual systems of learning
20. provide personalized learning opportunities
21. listen to marginalized students and their needs
22. put students in control of their education and make teachers their guides
23. schools are student centered; high level learners as challenged as their classmates
24. change where learning happens
25. change structure and definitions of schooling to redefine role of teacher

26. create newly invented and organized learning environments with extensive choice to build engagement and relevance
27. put money behind the effort, not necessarily new money
28. de-track curriculum; use differentiated instruction
29. hold teachers accountable for teaching all students
30. recruit, train, support and reward teachers for effective teaching
31. statewide definition of 21st century learning outcomes
32. build school networks so schools can support each other in reform efforts
33. rethink how schools are funded
34. develop comprehensive plan for cultivating next generation of principals
35. mandate that all schools enact a comprehensive civic engagement framework
36. funding for innovation in select areas
37. issue school report cards on their success against new education expectations
38. empowerment of parents to move children out of a school that is not working for their child; parents as primary decision makers
39. allow each school to create their own charter
40. measure student success by achievement of genuine learning, acquisition of skills – not passing grades, Carnegie units, or graduation rates
41. school choice to create competition as incentive for best outcomes
42. Living organizations- schools need to function in this way.
43. Distributed leadership
44. Collaboration and teaming
45. Flexibility of the system
46. Data driven decision making
47. Development of cultural competence
48. Effective leadership practices in all these areas.
21st century focus

Data driven decision making

Student engagement

Flexibility and choice within structures

49. Development of belonging focused on boys
Student ownership

Facilitated teaching/coaching

Schools without walls

21st century focus

50. Flexibility and choice

Right now, a school must literally fail before they can participate in “sanctioned” innovation. That’s just backwards.

Think about what Robert Fritz says about the dynamic tension...what are the incentives that will leverage schools against the “unseen” forces of the “if it ain’t broke don’t fix it” crowd? What will the disincentives be for *not transforming*?

51. Remember when Act 68 came out and we all had to have action plans...what about if we all have to have transformation plans? What if the “comprehensive needs assessment” was replaced by a needs-based transformation plan for each SU/SD?

School Practices

1. extend school calendar to year round and 8 hour days
2. change school calendar
3. increase teacher/administrator salaries in support of extended time
4. don't dictate "best practices"; DOE provide info only
5. build state accountability system on outcomes
6. advisory systems
7. PD for staff
8. extra help for students
9. align grading expectations & external assessments
10. expand use of performance based assessments & rigorous capstone requirements
11. expand dual enrollment
12. early college model
13. state level PK-16 partnership
14. differentiated instruction
15. experiential learning opportunities
16. multiple pathways
17. personalization
18. design school system to support teachers
19. design school system to support students
20. more learning emphasis on technology, social development and oral communication skills
21. create new menu of learning options
22. create student activity centers in high schools; campuses that engage students
23. fund schools via state income taxes
24. cultivate teacher leader initiatives
25. expand service learning courses/projects
26. diversity programs across state
27. establish and maintain statistics of racial, gender, sexual orientation, harassment incidents
28. more democratic school structure where parents/teachers/students create the education
29. more independent school structure with broad standards and accountability with flexibility for how to accomplish student outcomes
30. individual learning plans
31. change teacher prep, in-service, and recruiting that focus on individual student success
32. change teacher certification, continuing ed requirements, teacher collaboration, teacher pay
33. emphasize demonstrated student competence through practicum/applied learning
34. expand school choice
35. vouchers, scholarship tax credit plans, education tax deductions
36. It is really about a shift in thinking and structures within our systems to ensure high standards.
37. Find ways to build true urgency around these children.
38. Dismantle practices that research shows increases gaps.
39. Ensure seamless learning opportunities and supports that are assessed and show to be successful for individual students.
40. Quality first instruction focus with double dosing – RTI
41. Teacher training and readiness in the themes/principles of change.
42. Parent engagement

43. Building student ownership in learning through choice and flexibility within our classrooms.
44. Focus on 21st Century skills through high interest material
45. This is really a huge cultural shift. It is about how teachers engage with children, respect, expectations.....
46. It is about significant changes in the behaviors of adults around learning within our schools.
47. GRADING! It is morally, ethically wrong-headed and has very little relationship to learning...it is another way to institutionalize compliance.
48. Grouping/ grading level configurations...interest, readiness, and learning styles are not *always* governed by age chronology; there has to be some opportunity for some ungraded grouping
49. The school day and the school year are out of whack, period. High schoolers can learn in the evening (probably better); who says the length of our school day is the right length for the kind of learning we want to occur; bricks and mortar are unnecessary barriers to learning in the 21st century
50. Teacher contracts...unless you have adequate leverage all transformation will be framed to serve adult needs rather than the learners
51. Nothing will change without improving classroom instruction...we need to be able to stop making “suggestions” about improved practice and muster up the political will hold all educators accountable